Gender and Higher Education: National and International Perspectives
EDUC 173/273 | SOC 173/273 | FEMST 173
Spring Quarter 2012-13

Instructor: Prof. Christine Min Wotipka (cwotipka@stanford.edu)
Office hours: http://tinyurl.com/WotipkaOH
Course meetings: Tuesdays, 2:15-5:05PM
Course web site: https://coursework.stanford.edu/

Course Objectives

This course examines the ways in which higher education structures and policies affect students in relation to each other and how changes in those structures and policies improve experiences for students based on their gender identities. Students are expected to gain an understanding of theories and perspectives from the social sciences relevant to an understanding of the role of higher education in relation to structures of gender differentiation and hierarchy. Topics include undergraduate and graduate education; identity and sexuality; gender and science; gender and faculty; and the development of feminist scholarship and pedagogy. Attention is paid to how these issues are experienced by those in the United States, including people of color, and by academics throughout the world, and how these have changed over time. Graduate students (including co-terms) and those who enroll in the course at the 200-level develop research skills by designing research proposals on topics relevant to gender and higher education.

Course Format and Evaluation Procedures

This course combines large and small group discussions and activities. Course evaluation will be based on the following criteria:

- Class participation 10%
- Leading activity 10%
- Reflection papers 20% (10% each)
- Annotated Bibliography 10%
- Final
  - Paper (200-level/grad students) 50% (including Outline and Presentation)
  - Exam (100-level) 50%

Students are highly encouraged to submit assignments to a writing consultant. For the final pre-proposal, non-native speakers of English are required to have their papers line-edited by a native speaker ahead of time. Extensions will not be provided so please plan accordingly.

Late assignments may be accepted only if prior arrangements have been made with the instructor (at least 48 hours in advance of deadlines for small assignments; no less than one week in advance of the final paper deadline). All late work will be marked down depending on the degree to which it is tardy.
Course Attendance and Expectations

Attendance at each class session is expected. Students who know they will be absent must let the instructor know ahead of time; make-up work will be assigned. Those who miss more than one class meeting, regardless of the reason, are unable to earn a grade higher than a B+. Students are expected to arrive on time and leave when class is dismissed.

Use of laptops during class other than to take notes is not allowed unless otherwise noted (e.g., for use during a small group activity).

Course Materials

Course readings are available on Coursework.

Students with Documented Disabilities

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Student Disability Resource Center (SDRC) located within the Office of Accessible Education (OAE). SDRC staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the SDRC as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (T: 723-1066, TTY: 723-1067).

Honor Code

1. The Honor Code is an undertaking of the students, individually and collectively:
   o that they will not give or receive aid in examinations; that they will not give or receive unpermitted aid in class work, in the preparation of reports, or in any other work that is to be used by the instructor as the basis of grading;
   o that they will do their share and take an active part in seeing to it that others as well as themselves uphold the spirit and letter of the Honor Code.

2. The faculty on its part manifests its confidence in the honor of its students by refraining from proctoring examinations and from taking unusual and unreasonable precautions to prevent the forms of dishonesty mentioned above. The faculty will also avoid, as far as practicable, academic procedures that create temptations to violate the Honor Code.

3. While the faculty alone has the right and obligation to set academic requirements, the students and faculty will work together to establish optimal conditions for honorable academic work.

Violations of the Honor Code: Examples of conduct that have been regarded as being in violation of the Honor Code include:

- Copying from another’s examination paper or allowing another to copy from one’s own paper
- Unpermitted collaboration
- Plagiarism
- Revising and resubmitting a quiz or exam for regrading, without the instructor’s knowledge and consent
- Giving or receiving unpermitted aid on a take-home examination
- Representing as one’s own work the work of another
- Giving or receiving aid on an academic assignment under circumstances in which a reasonable person should have known that such aid was not permitted
COURSE READINGS

Below are required and recommended readings for the course. You may find it helpful to seek out the recommended readings for additional perspectives on the topics covered.

Week 1 (April 2). Introduction and Definitions

- Course overview
- Gender: Defined, explained, and discussed
- Data on gender in higher education over time and around the world
- Why does this matter?


Recommended


Week 2 (April 9). Theories and Perspectives


Recommended

**Week 3 (April 16). Access & Policies**


**Recommended**


**Week 4 (April 23). Experiences: Identities**  
**1st Reflection Paper Due**


**Recommended**

Week 5 (April 30). Experiences: Fields of Study


**Recommended**


Week 6 (May 7). Experiences: Gender Studies, Women’s Colleges **Annotated Bibliography Due **


Stake, Jayne E. 2006. “Pedagogy and Student Change in The Women’s and Gender Studies Classroom.” *Gender and Education* 18: 199-212.

**Recommended**


*Gender & Higher Education*
**Week 7 (May 14). Outcomes and Opportunities**


Recommended


Strober, Myra H. and Agnes Chan. 2001. The Road Winds Uphill All the Way: Gender, Work, and Family in the United States and Japan. The MIT Press: Cambridge, MA.

**Week 8 (May 21). Opportunities: Faculty Careers and Leadership** **2nd Reflection Paper Due**

Wotipka, Christine Min and Mana Nakagawa. 2012. “Cross-National Trends and Analyses of Female Faculty.” Unpublished manuscript, Stanford University, Stanford, CA.


**Recommended**


**Week 9 (May 28). Debriefing, Review, and Reflection ** ** Paper outlines due **


**Week 10 (June 4). Student Presentations**
COURSE ASSIGNMENTS

Class Participation (10% of course grade)
1. Critical reading of course materials: Students are expected to come to class having critically read each of the assigned readings and prepared to raise questions, challenge the findings and opinions raised in the readings, and otherwise be outspoken about the course materials. Our hope is that we will work together to create an atmosphere that is safe and open to a range of ideas and perspectives.

2. Discussion questions: All students are required to turn in weekly discussion questions (one per author/reading) regarding topics and issues raised in the readings. As these will serve as the basis for class discussions, students should bring copies of their questions to class in addition to being posted to Coursework by 10AM on the Monday before each class meeting. Students will be evaluated based on the quality and thoughtfulness of their questions.

Developing and Leading Activity (10% of course grade)
Students work in pairs to create an activity for the last hour of class. Activities must be sent to the instructor for her feedback by 12PM (noon) on the Friday before your scheduled date. Once you receive feedback on your activity, you are asked to send back the final version of the activity.

Annotated Bibliographies (10% of course grade)
In order to develop research skills in the field of development education and gender issues, students will be required to provide an annotated bibliography of 5-7 sources (e.g., journal articles) and a brief statement (2-3 sentences) on the topic. This will serve as the start of the critical literature review for those writing the final paper. More detailed instructions will be provided.

Due date: May 7 (post to Coursework by the start of class; Name assignment as follows: Last nameFirst initial_AnnotatedBib_7May2013)

Reflection Papers (20% of course grade)
Reflection papers are five paragraph essays that advance a claim or argument or raise a question for exploration. Topics must relate closely with course materials (readings and discussions). Students may find it useful to build off of their weekly discussion questions for this assignment. Topic ideas may be shared with the instructor/CA for review ahead of time. Two reflection papers are required. Each paper must be four (no more, no less) double-spaced pages in length.

Due dates: April 23 & May 21 (post to Coursework by the start of class; Name assignments as follows: Last nameFirst initial_Reflection1_23April2013 & Last nameFirst initial_Reflection2_21May2013)

FINAL PAPER OPTIONS ➤ Due date for both options: Tuesday, June 11 by 7PM

Final Research Proposals, Outlines, and Presentations (30%, 10%, and 10% of course grade, respectively)
Graduate students (including co-terms) and those who enroll in the course at the 200-level must choose a topic that reflects course content and demonstrates an understanding of key concepts and the main issues addressed in the course (gender and higher education) to develop a research paper proposal. Topics must be new to the students and not relate to papers written in other classes, theses, etc. Paper outlines (2-3 page) sketch our key sections and subsections of the proposed research paper, which must consist of 15 double-spaced pages and reference relevant readings from the course as well as additional sources. Students present their final paper ideas at the last class.

-- OR --

Final Exam (50% of course grade)
Undergraduate students who enroll in the course at the 100-level will be provided with a take-home exam. One has the option to answer four out of five questions. Each question must be addressed in four (no more, no less) double-spaced pages for a total of sixteen pages. (Post to Coursework; Name assignment as follows: Last nameFirst initial_FinalExam_11June2013)